



# ANNUAL REPORT 2014



REAL SKILLS. REAL CAREERS. REAL WORLD.  
[www.pte.idaho.gov](http://www.pte.idaho.gov)



**Dwight Johnson**  
Administrator

# A MESSAGE FROM OUR NEW ADMINISTRATOR

Being appointed as the new Division Administrator by the State Board of Education in July 2014 was a true honor.

Prior to joining the Division, I had the privilege of serving as a senior administrator in workforce development at the Idaho Departments of Labor and Commerce for 20 years. I have seen firsthand the value and benefit of professional-technical education for individuals, for businesses and for our state economy. I look forward to working with professional-technical students and educators, our technical colleges, and the business community to provide career pathways for Idaho students and talent pipelines for Idaho businesses that will assure economic growth and success for all Idahoans.

The Division takes great pride in the work that is done every year across the state to prepare youth and adults for their careers and collaborate with industry to design and provide high-quality programs. We believe that our programs benefit every student to help them be career and college ready.

Professional-technical education provides Idaho students learning that is applicable and relevant to career opportunities. It helps assure that we have "learn and earn" education models for our students that translate directly into high wage, high demand jobs. Our goal is to provide the opportunity for all students to have the

skills that will allow them to command a higher wage in the workplace. These higher wages will also give these students the opportunity to pursue greater educational attainment.

As we move forward, the Division will continue to provide leadership and technical assistance to assure quality programs and look for opportunities to continuously improve. We welcome your feedback and input as we continue to expand our partnerships with industry across the state and take steps to establish performance outcomes that will measure our success in meeting strategic goals.

This annual report highlights our performance for fiscal and academic year 2014 and describes how appropriated funds were expended in support of the agency strategic plan. I want to thank our staff, employers, educators and students for their involvement and efforts in promoting professional-technical education activities. Your efforts are making a real difference in the lives of our youth and workforce.

A handwritten signature in black ink that reads "Dwight A. Johnson". The signature is fluid and cursive, with the first name being the most prominent.

Dwight A. Johnson  
State Administrator

**Our goal is  
to prepare  
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# WHAT IS PTE?

We believe that all Idaho residents deserve the opportunity to experience the dignity of work and the education required to prepare them for it. As Idaho's primary educational delivery system for workforce education, professional-technical education (PTE) in Idaho is critical to the big picture of lifelong learning, ongoing training and education, economic vitality, and success in the workplace.

## Diverse Learning Opportunities

- 1 High School programs
- 2 Postsecondary Technical Certificate
- 3 Technical Certificate
- 4 Advanced Technical Certificate
- 5 Associate of Applied Science Degree

## The Division of Professional-Technical Education

- ✓ Provides statewide leadership, advocacy, and coordination for professional-technical education;
- ✓ Assists local educational agencies in program planning, development, and evaluation;
- ✓ Promotes the availability and accessibility of professional-technical education;
- ✓ Prepares annual and long-range state plans;
- ✓ Provides a state finance and accountability system for professional-technical education;
- ✓ Evaluates professional-technical education programs for quality and consistency;
- ✓ Initiates research, curriculum development, and professional development activities;
- ✓ Collects, analyzes, evaluates, and disseminates data and program information;
- ✓ Coordinates professional-technical education related activities with other agencies, officials, and organizations.



**“Our goal is to have an effective and efficient delivery system resulting in a highly skilled workforce for Idaho.”**



- Strategic Plan Goal - FY 2014

# SUCCESS STORIES

Through PTE, students like Paul and Marissa are obtaining the skills they will need to find successful careers. These skills will also help them meet the needs of local businesses, such as Micron, which encourages each new employee to “.... bring your knowledge and skills, your ability to take ownership, and be ready to embrace change.”



**PAUL HILL** “I am currently a junior at Graceland University and I am studying pre-med... Throughout my high school career, HOSA (Future Health Professionals) definitely had the biggest and most lasting impact on me. Through this program I not only learned skills related to healthcare careers, but I learned how to take care of myself. I learned to love and respect myself, which tremendously improves the care I give to others. HOSA gave me the opportunity to earn my CNA, and through working as a CNA, I’ve developed a passion for quality compassionate care for those in elder care facilities, and especially those with Alzheimer’s and dementia.”

# 67%

of Idaho PTE high school program completers enroll in college as compared to 42% of the general student population in the state.

## MARISSA SHIRLEY

Last year, Mountain View High School launched a national academy program, the High School of Business™ by MBAREsearch. This year they’ve landed a student in the top rankings from all over the country. Marissa Shirley earned the honor of third Highest Score **in the nation** on the Leadership exam. Her instructors, Jon Nettleton and Don Howell, are excited to see how much their students can achieve over the next few years as the first cohort moves through the program. They just recently signed a dual credit agreement with Boise State University’s College of Business and Economics, a significant endorsement of this rigorous business curriculum.



# PROGRAM AREAS

PTE programs prepare students for life-long learning at Idaho public schools, colleges, and universities.

## The Program of Study

The framework for professional-technical education programs is the program of study, which includes rigorous technical and academic content. Programs of study include leadership development, career and workplace readiness as integral parts of the curriculum. These skills are generally provided through professional-technical student organizations.

## Integration with Organizations

Professional-technical education programs are integrated into a larger educational structure through public school districts, colleges, and universities. These programs prepare students for life-long learning, from high school to technical college and beyond. They are career-focused, relevant, and provide a pathway to success.



## Agriculture and Natural Resources

*Programs include:* environmental management • food quality assurance • biotechnology • horticulture • turf and landscape management • agricultural research • toxicology • aquaculture



The affiliated student organization is Future Farmers of America (FFA).



## Business Management and Marketing

*Programs include:* general management • accounting • marketing • finance • administrative support

The affiliated student organizations are Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), and Collegiate DECA.

## Engineering and Technology Education

*Programs include:* pre-engineering • information systems technology • technology education

The affiliated student organization is Technology Student Association (TSA).



**In FY 2014, student organizations served nearly 12,000 students at Idaho public schools.**



### Family and Consumer Sciences

*Programs include:* education assistant • early childhood professions • culinary arts • hospitality services • housing and interior design • fashion design and merchandising • human services • entrepreneurship experience

The affiliated student organization is Family, Career and Community Leaders of America (FCCLA).

### Health Professions

*Programs include:* occupations nursing • nursing assistant • dental assistant • emergency medical technician • health informatics • sports medicine • pharmacy tech • physical therapy assistant

The affiliated student organization is HOSA-Future Health Professionals.



### Skilled and Technical Sciences

*Programs include:* electronics • auto and diesel technology • collision repair • information and media technologies • manufacturing • architecture • welding • machining • construction

The affiliated student organization is SkillsUSA.

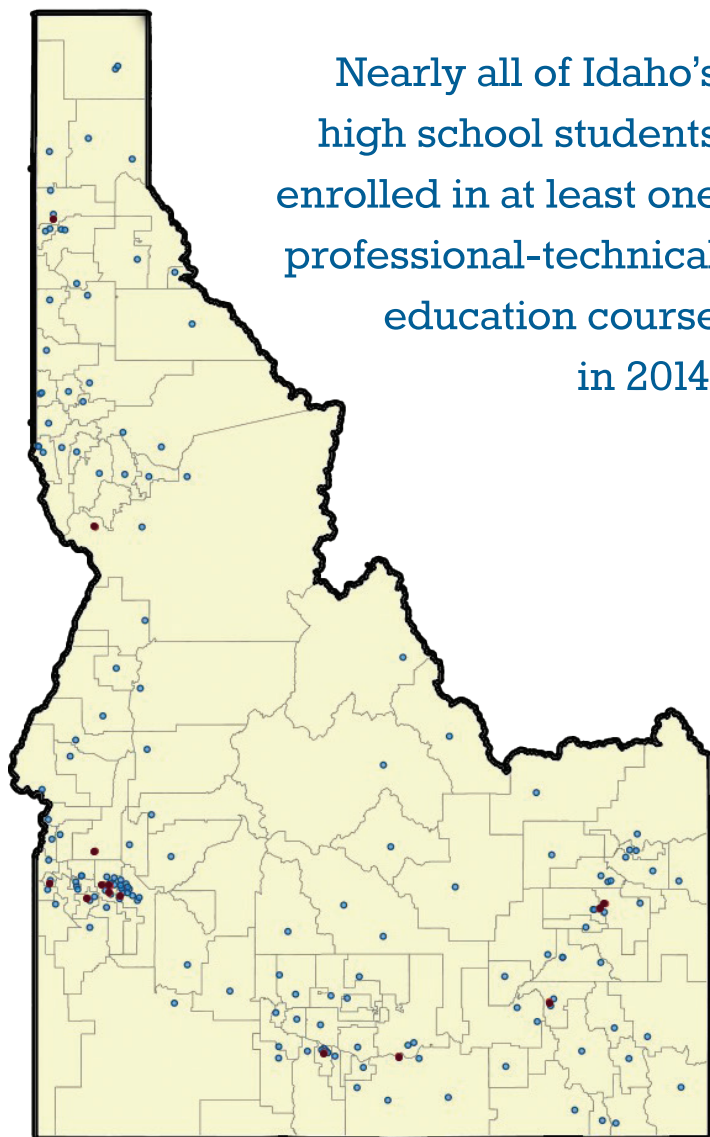
### Individualized Occupational Training (IOT)

Programs combine a secondary school-based career preparation class with work-based learning. Programs prepare students for work or further postsecondary training. Instructors work with business and industry to identify competencies that students will develop while at the worksite.



# PTE IDAHO

## SECONDARY STATEWIDE ENROLLMENT



Nearly all of Idaho's high school students enrolled in at least one professional-technical education course in 2014.

**669** TOTAL PROGRAMS

**113** SCHOOL DISTRICTS

**14** PROFESSIONAL-TECHNICAL SCHOOLS

● PTE PROGRAM LOCATIONS

● PROFESSIONAL-TECHNICAL SCHOOLS

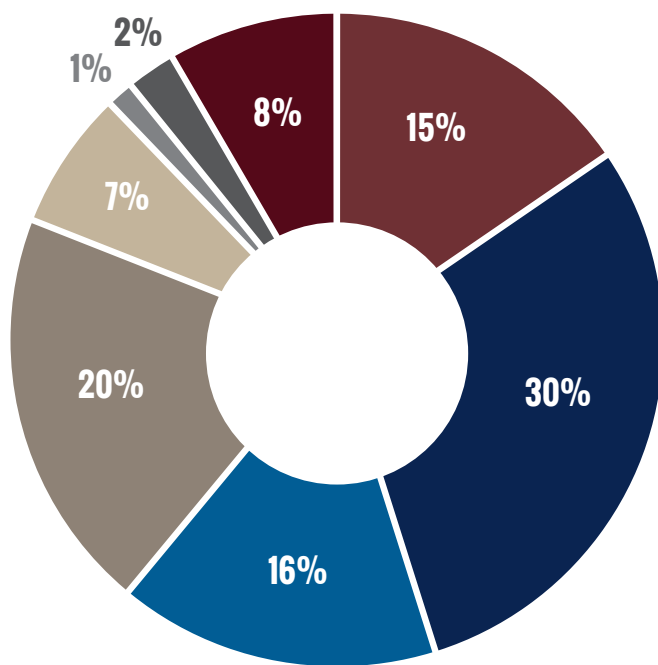
Professional-Technical Schools (PTS) were authorized by Legislature in 1998. These high schools deliver high-end technical education programs that go beyond the scope of professional-technical education programs found in the comprehensive high school.

**Positive Placement:** 94% of high school PTE completers in Idaho successfully found jobs (24%), continued their education (67%), or joined the military (3%).

#### Advanced Opportunities

Articulation agreements provide students advanced opportunities to earn college credits for competencies gained in their PTE classes. 12,274 students were enrolled in these courses during FY 2014. Students earned over 27,244 credits that were eligible to be transcribed at the postsecondary level, nearly twice as many as in FY 2013.

**32 secondary PTE high school courses met academic standards for science, economics, math, or health credit.**



## PROGRAM AREAS

- Agriculture and Natural Resources - 12,818
- Business Management - 24,632
- Engineering and Technology Education - 13,211
- Family and Consumer Sciences - 16,566
- Health Professions - 5,696
- Individualized Occupational Training - 1,123
- Marketing - 2,011
- Skilled and Technical Sciences - 6,969

**TOTAL ENROLLMENT: 83,026**

# PTE IDAHO

## POSTSECONDARY STATEWIDE ENROLLMENT



Postsecondary  
professional-  
technical education  
is delivered  
through Idaho's  
six technical  
colleges.

### 3 TECHNICAL COLLEGES AT COMMUNITY COLLEGES

College of Southern Idaho, College of  
Western Idaho, and North Idaho College

### 2 TECHNICAL COLLEGES AT FOUR-YEAR INSTITUTIONS

Idaho State University and  
Lewis-Clark State College

### 1 STAND-ALONE TECHNICAL COLLEGE

Eastern Idaho Technical College

Technical colleges offer  
occupational programs on a full-  
or part-time basis (certificate up  
through AAS degree), workforce/  
short-term training, Adult Basic  
Education, Centers for New  
Directions: Single Parents and  
Displaced Homemakers, and Fire  
Service Technology.

FY 2014	TOTAL	CSI	CWI	EITC	ISU	LCSC	NIC
AAS/Certificate Enrollment							
Student FTE	4,120	894	821	514	870	361	660
Headcount	7,066	1,190	1,322	1,196	1,664	576	1,118
No. of Programs	163	39	28	19	32	22	23
Workforce Training							
Student FTE	937	123	295	122	165	95	137
Headcount	39,011	2,497	8,295	11,446	9,624	3,500	3,649
No. of Classes	5,263	106	1,374	2,360	559	538	326
AAS/Certificate Enrollment and Workforce Training Totals							
Student FTE	5,057	1,017	1,116	636	1,035	456	797
Headcount	46,077	4,327	9,617	12,642	11,288	4,076	4,767

The Idaho Technical College System graduated more than 2,000 students with postsecondary degrees and certificates.<sup>1</sup>



## POSITIVE PLACEMENT:

**92%** of technical college completers found jobs or continued their education

- **61%** obtained training-related employment
- **81%** obtained a training-related job, were in the military, or pursued additional education

<sup>1</sup> Office of the Idaho State Board of Education, 2014.

# ENROLLMENT TRENDS

## Fiscal Year Enrollment History<sup>1</sup>

Secondary Statewide Totals	2010	2011	2012	2013	2014
PTE Program Enrollment	82,369	80,265	77,736	74,419	71,741
PTS Enrollment <sup>2</sup>	6,953	6,991	7,754	10,004	11,285
Secondary Total Enrollment <sup>3</sup>	89,322	87,256	85,490	84,423	83,026
Technical Skill Assessments Pass Rate <sup>4</sup>	71.8%	68.7%	73.6%	73.2%	73.5%

Postsecondary by Institution		2010	2011	2012	2013	2014
COLLEGE OF SOUTHERN IDAHO						
AAS/Certificate	Student FTE	971	917	899	961	894
	Headcount	2,399	2,275	1,988	1,354	1,190
Workforce Training	Student FTE	171	192	129	104	123
	Headcount	5,070	6,611	4,371	3,398	2,497
COLLEGE OF WESTERN IDAHO						
AAS/Certificate	Student FTE	792	807	759	780	821
	Headcount	1,715	1,514	1,419	1,564	1,322
Workforce Training	Student FTE	343	285	290	264	295
	Headcount	9,815	8,336	6,778	8,163	8,295
EASTERN IDAHO TECH COLLEGE						
AAS/Certificate	Student FTE	650	614	581	531	514
	Headcount	1,600	1,432	1,364	1,240	1,196
Workforce Training	Student FTE	212	141	103	121	122
	Headcount	15,967	13,872	11,983	11,789	11,446

<sup>1</sup> Due to rounding of FTE data, the totals shown on the table may be somewhat different than the individual totals reported.

<sup>2</sup> These students are enrolled in eligible programs at State-approved Professional-Technical Schools.

<sup>3</sup> Enrollments are unduplicated within program areas, but it is possible that some duplication will occur between program areas (i.e. a student who is enrolled in classes in both Business and Graphic Arts).

<sup>4</sup> Technical skill assessments are used to document the technical knowledge and skills developed by PTE students. Division staff worked with local school districts and technical colleges to select appropriate technical skill assessments for each approved program area.

Postsecondary by Institution		2010 <sup>5</sup>	2011	2012	2013	2014
IDAHO STATE UNIVERSITY						
AAS/Certificate	Student FTE	1,184	1,096	1,056	960	870
	Headcount	2,685	1,994	2,055	1,857	1,664
Workforce Training	Student FTE	206	162	172	177	165
	Headcount	9,535	11,872	10,621	12,334	9,624
LEWIS-CLARK STATE COLLEGE						
AAS/Certificate	Student FTE	374	418	430	410	361
	Headcount	658	746	739	659	576
Workforce Training	Student FTE	96	91	83	92	95
	Headcount	3,065	3,502	3,614	3,165	3,500
NORTH IDAHO COLLEGE						
AAS/Certificate	Student FTE	614	735	757	707	660
	Headcount	872	1,073	1,265	1,083	1,118
Workforce Training	Student FTE	185	135	168	141	137
	Headcount	7,080	7,067	4,752	4,638	3,649
Postsecondary Totals		2010 <sup>5</sup>	2011	2012	2013	2014
AAS/Certificate	Student FTE	4,585	4,587	4,482	4,349	4,120
	Headcount	9,929	9,034	8,830	7,757	7,066
Workforce Training	Student FTE	1,213	1,006	945	899	937
	Headcount	50,532	51,260	42,119	43,487	39,011
Technical Skill Assessments Pass Rate <sup>4</sup>		90.1%	92.7%	90.1%	91.4%	92.5%
Fire Service Technology Workforce Training Headcount <sup>6</sup>		4,446	6,965	4,614	4,519	3,748

<sup>5</sup> The FY 2010 Workforce Training accrued headcounts and FTE's include all Workforce, Fire Service, Hazardous Materials and National Fire Academy Training students. However, the FY 2011 and FY 2012 Student FTE includes only training data.

<sup>6</sup> Students register for classes through Eastern Idaho Technical College. Therefore, enrollments for this program area cannot be reported by individual institutions. This total includes ONLY the FST Training headcount. It does not include FST Testing total.

# RELATED PROGRAMS AND SERVICES

Professional-technical education includes educational services specifically targeted to meet the needs of youth and adults. Programs are also offered through our Division to serve state employees.

**Adult Basic Education Programs** provide instructional services that address the basic educational needs of Idaho adults and their families. Adult Basic Education provides opportunities for adults to improve their literacy skills in order to meet their goals and responsibilities as parents, citizens, and workers. Adult Basic Education serves individuals 16 years or older, who are not enrolled in public school and have basic skills at or below the 12th grade level.

In FY 2014, 5,091 students participated in Adult Basic Education (ABE) through:

- 6 Regional ABE Centers
- 50+ Outreach Sites
- Department of Correction institutions
- Jails and Juvenile Corrections facilities

**Career Guidance** provides students with the tools and services to assist them in making education and career decisions. Counselors help students with self-assessment and provide information about educational programs, current labor market trends, and career readiness.

## **Centers for New Directions (CND):**

Single Parent and Displaced Homemaker programs provide adult single parents and displaced homemakers with services to help them move from dependence to independence. Services include personal, career, and education counseling; assessment and testing; and preparation for employment and training. CNDs also help promote gender equity in PTE programs by providing events, programs and scholarship opportunities for nontraditional occupational career fields.

CWI	CSI	EITC	ISU	LCSC	NIC	TOTAL
98	49	42	116	43	57	405

The Centers for New Directions is located on campuses of the Idaho Technical College System. In FY 2014, they served 405 single parents and displaced homemakers. Of those, 377 (93%) of the individuals served had positive outcomes measured by educational or employment gains.





**GED®** preparation and GED test centers provide services to individuals 16 years of age or older who are not enrolled, or required to be enrolled in secondary school under state law. The Division ensures access to quality GED testing services by reviewing and approving new testing centers throughout Idaho and overseeing testing center compliance with state and national policy. The Division also maintains current and historical GED records, and provides information about GED testing, credentials, and processes to students, schools, and the public.

In calendar year 2013, over 6,300 individuals took one or more GED tests\*\*. Of those who took all the required tests, 89.5% passed and received their GED credential. In January 2014, GED Testing Services™ launched a new testing series and many students who began their testing in the prior series were encouraged to complete their testing by December. Subsequently, there was a 19% increase in GED completions from 2012 to 2013. The new testing series has been updated and now aligns with the Common Core State Standards to ensure that students with a GED credential can compete with their high-school graduating peers.

\*\*GED testing data is reported on a calendar year basis, rather than by fiscal year.

### Health Matters Employee Wellness Program

works in partnership with 113 agency Wellness Contacts across 75 participating state agencies. Over 24,000 state employees are provided 24/7 access to wellness education and opportunities through the Health Matters website, monthly e-newsletters, and the ChooseHealthMatters.com Blog.



**PTE Teacher Education** programs at the University of Idaho, Idaho State University, and the College of Southern Idaho work in partnership and are supported by the Division. PTE funds are also used to provide professional development opportunities for PTE teachers including New Teacher Workshop, PTE Leadership Institute, and the annual professional development Summer Conference.

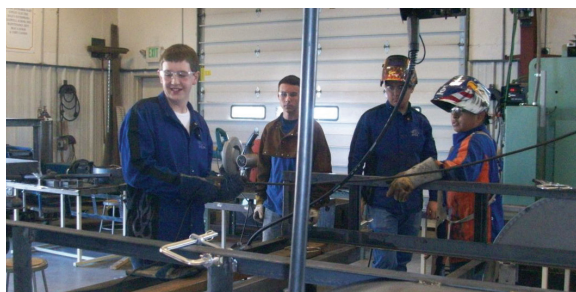
### Idaho Certified Public Manager® Program (CPM)

is a nationally accredited training and development program for public sector managers and supervisors across 20 state agencies and the City of Boise. In FY 2014, 94 students enrolled and 46 graduated. The remaining 48 are completing the program and will graduate in FY 2016. Participants acquire and apply best practices and theory to their management behaviors and strategies using a prescribed set of professional standards. The program requires graduates to complete 250 classroom hours on public management theory and practice, pass a comprehensive exam, and implement a job-related project.



# EXEMPLARY PROGRAMS

These programs, which were showcased at our 2014 annual conference, demonstrate a commitment to excellence and an investment to students, the community, and industry.



**The Welding Program at Caldwell High School received the Exemplary Secondary Program award.** In 2008, the program's advisory members came together and built a new shop. Industry donated the materials, labor, and equipment to extend the lab environment, which not only helped ensure the safety of students, but allowed for program growth while meeting industry standards. As this program continues to flourish, industry has elected again this year to construct another addition. Industry's commitment to the program speaks volumes about the caliber of its students and its instructor, Ivak Cooper. Ivak works with his students to ensure they have a high level of work ethic, pride, and dedication to the welding trade.

This program embodies the spirit of PTE, fostering not only the growth and development of relevant technical skills, but the leadership and soft skills that will help PTE graduates go on to find rich and rewarding careers in their field of study. The community support of this program is evident, as is the ongoing involvement of industry.

**The Surgical Services Programs: Central Sterile Processing, Surgical Technology, Surgical First at the College of Southern Idaho received the Exemplary Postsecondary Program award.** The program is unique in its approach to laddering credentials in a way that that allowed the program to combine similar content and eliminate instructional duplication. Students not only have access to a career ladder for professional development, but can often find relevant employment after their first semester.

The program is closely linked with industry, contracting with local hospitals, surgery centers, and doctor's offices to provide students with authentic learning experiences in real life settings. The program is one of just two in the US to offer an Associate's Degree in surgical first assisting and boasts a 100% certification pass rate and 100% placement rate in surgical first assisting; it exemplifies the PTE ladder education/training career pathway, allowing students to learn beginning required skills for entry

level employment and the opportunity to continue on to more advanced career opportunities in the operation room environment. Instructors of the program, Janet Milligan and Carrie Nutsch, are invested in their students, their program, and CSI. They serve as role models through their own professional growth and development, demonstrating the importance of lifelong learning.



# RETURN ON INVESTMENT:

## CONNECTING EDUCATION TO CAREERS IN FY 2014

### HIGH SCHOOL STUDENTS

- 83,026 students enrolled in PTE programs - 11,285 at one of Idaho's 14 Professional-Technical Schools.
- 98% of high school PTE students graduated.
- 94% of graduates found jobs or moved into post-secondary education.




### POSTSECONDARY STUDENTS

- 7,066 individuals enrolled in technical college degree or certificate programs.
- More than 2,000 students graduated with postsecondary degrees or certificates.
- 92% of technical college completers found jobs or continued their education.

Our goal is to prepare youth and adults for high skill, in-demand careers.

- Over 68% of Idaho jobs will require at least some postsecondary education by 2020.
- Of the 20 occupations with the highest job vacancy rates in Idaho, 17 are tied to PTE Career Pathways<sup>1</sup>
- Nationally, the ratio of jobs in our economy is 1:2:7.<sup>2</sup>
  - For every occupation that requires 1 master's degree or more
  - 2 professional jobs require a university degree
  - 7 jobs require a 1-year certificate or 2-year degree; each of these are in very high-skilled, high-demand areas.

### THE 1:2:7 RATIO

Required Education	Available Jobs
Graduate Degree	
Bachelor Degree	
1-Year Certificate OR 2-Year Degree	

### BUSINESS AND INDUSTRY

<sup>1</sup> Idaho Department of Labor "Occupations in Demand", November 2014

<sup>2</sup> Gray, K. & Herr, E. (2006). *Other Ways to Win: Creating Alternatives for High School Graduates*. Third Edition. Thousand Oaks: Corwin Press. U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook 2012-13*. Office of Occupational Statistics and Employment Projections.

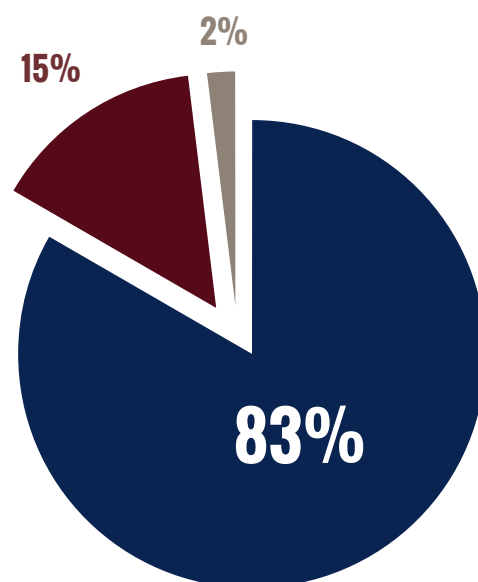
# FUNDING

## How PTE Is Funded

The State General Fund and federal resources were the two primary funding sources for professional-technical education. The State General Fund appropriated by the Idaho Legislature supplied 83% of the PTE budget, and the federal government supplied 15%. Other funds include student fees at Eastern Idaho Technical College budgeted through the Division.

### PTE Appropriated Funds - \$58,738,300

- State Funds - 83% - \$48,957,400
- Federal Funds - 15% - \$8,648,100
- Other Funds - 2% - \$1,132,800

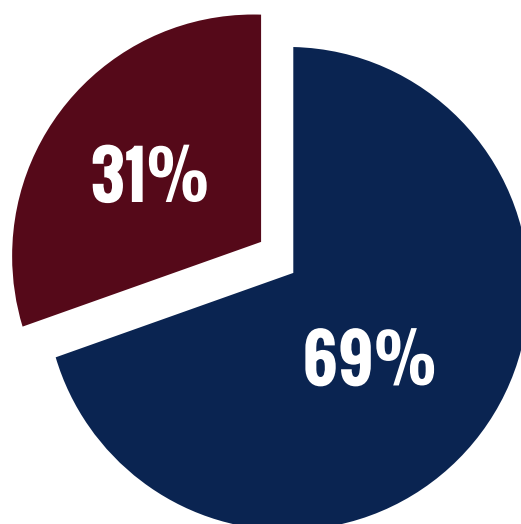


## Federal Funds

Of our federal funding, 69% of the \$8,648,100 comes from the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV authorization). In FY 2014, our Perkins funding totaled \$5,999,521. Additional federal funds come from the U.S. Department of Education for Adult Basic Education and a federal grant administered through the Idaho Department of Labor.

### Federal Funding - \$8,648,100

- Perkins Fund - 69% - \$5,999,521
- Other Federal Funds - 31% - \$2,648,579



Note: Percentages and totals may not sum due to rounding.

### Postsecondary Programs

The Idaho Technical College System is funded through the State General Fund for faculty salaries, operating expenses, capital outlay, and local administration. This postsecondary system also receives federal education funds targeted to improve professional-technical education (Carl D. Perkins Career and Technical

Education Act) and to provide Adult Basic Education (Adult Education and Family Literacy Act). Student tuition and fees are included in the main institutional budgets to support plant maintenance and operations. In some circumstances, part-time student fees and other institutional funds are used to support instruction.

The six technical colleges are working collaboratively to efficiently deliver distributed hybrid programs, which allow for single programs operating at multiple locations.

Technical colleges support the development of new programs by seeking external grants and industry partnerships.

### Expenditures

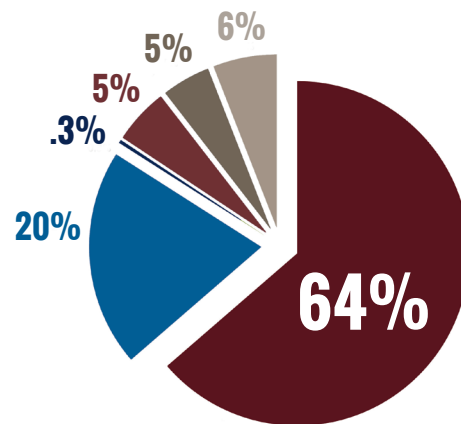
#### Workforce Training

Workforce development/customized training (short-term training) for adults is paid primarily by employer contributions and user fees, with additional support from the professional-technical education general program budget.

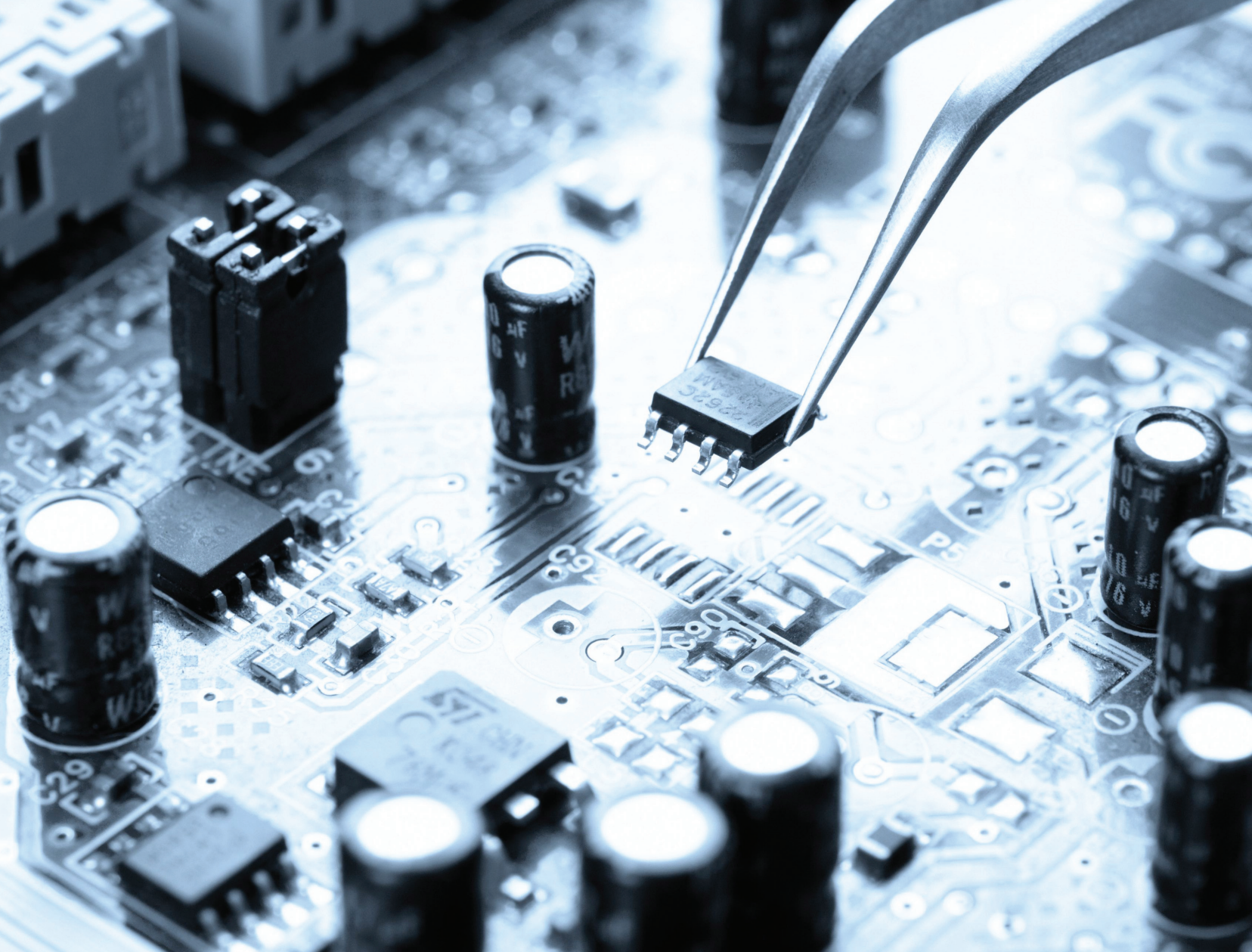
#### Secondary Programs

At the secondary level, state appropriated professional-technical funds provide added-cost funding for professional-technical programs. These funds pay for costs above and beyond the costs of regular instruction and include extended teacher contracts, equipment and supplies. The state is currently reimbursing only a portion of these added-costs for operation of high school professional-technical programs. The secondary programs also receive federal funds targeted to improve professional-technical education (Perkins).

Professional-Technical Schools (PTS) provide high-end, state-of-the-art program experiences for high school students across the state and are supported by additional dedicated funds above secondary added cost.



**Of the \$58,738,300 appropriated funds, 95% of our funds go to students, teachers, and adults benefiting from our PTE programs. Only 5% of our budget is administrative fees.**



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